DOCUMENT RESUME

ED 225 981 SP 021 764

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TITLE A Business Teachers' Primer to Reading. Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544.
INSTITUTION Arizona State Univ., Tempe. Coll. of Education.
PUB DATE [79]
NOTE 73p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Business Education; *Content Area Reading; *Language Skills; Reading Comprehension; Reading Material Selection; *Reading Skills; Secondary Education; Student Evaluation; Student Interests; Student Motivation; *Teaching Methods; *Vocabulary Development

ABSTRACT

This primer was developed to help secondary school business teachers to encourage and promote reading in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in business education classes. Other sections include: (1) evaluating the reading abilities, interest, and attitudes of students; (2) selecting appropriate instructional materials; (3) vocabulary improvement techniques; (4) reading comprehension improvement techniques; (5) techniques to improve study skills; (6) techniques to stimulate reading; and (7) a bibliography of books and articles related to reading. (CJ)

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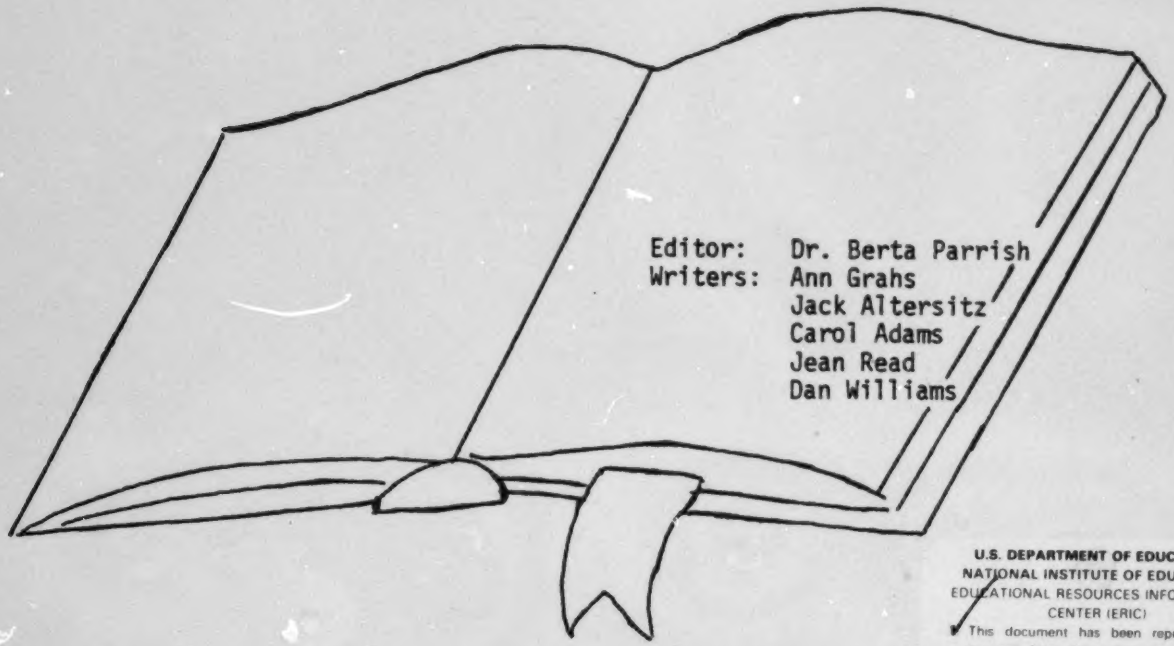
A BUSINESS TEACHERS' PRIMER TO READING



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PREFACE

This primer was written as a class project in RDG 544, (The Reading Teacher as a Resource Person to the Content Areas), Spring and Summer 1979. The Arizona State Department mandate for Reading courses for all teachers - Business teachers - created a need for such a handbook. This primer reflects how reading/related practice can be integrated into the Business courses to improve the students' vocabulary, comprehension, and study skills as they needed to succeed in the various field of the Business curriculum. The ideas and lessons are practical. They were developed by experienced teachers. This primer compliments the Fall, 1979 RDG 467/480 Syllabus which provides instruction in how to develop these sample lessons and methods as well as other strategies.

The Business curriculum offers a wide variety of courses. The information-processing classes of Economics, Advertising, Accounting, Business English, Business Law and General Business require a lot of interpretative and critical reading skills. The classes involving the physical skills such as Typing, Shorthand, and Business Machines require accurate following of oral and printed directions, proofreading and problem solving. I know the idea of reading/thinking/study skills improvement in a Business course is new to many. Just have an open mind when you read this handbook, try out and experiment with these or similar activities. Experience for yourself their effectiveness and value.

ACKNOWLEDGEMENTS

This primer is a reality because of the creative work of the teachers whose names appear on the title page. They relied on selective assignments and activities previously turned in for RDG 467, materials in the Reading Resource Room, textbooks on reading, and most of all, their own practical knowledge of Business education. I would like to give special thanks to Mrs. Dorolis Wade, secretary to the secondary reading staff, for her excellent typing and proofreading.

Berta Parrish
Secondary Education Reading
Arizona State University

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INTRODUCTION

"A Business Teacher's Primer to Reading"

We feel it is important for all content area teachers to incorporate reading skills into the content areas. In Business, as in other content areas that prevent successful reading of textbooks and other printed materials.

We realize that many content teachers feel unequipped to integrate reading in their area. In order to alleviate any doubt or hesitancy on their part, we have put together this handbook for the Business teacher. It should help the teacher develop the students' reading skills as they apply specifically to Business classes and to life skills in general. This handbook contains explanations of reading skill development as well as examples and several lesson plans the teacher could use. The teacher may pick and choose whichever skills and activities he/she wants to emphasize and can work it in along with the content material.

Dr. Dorothy Piercey
College of Education
Arizona State University

HELPING YOUR STUDENTS COPE WITH THE LANGUAGE OF BUSINESS

Dear Teacher:

What special language-coping skills should your students possess in order to participate more profitably in the courses offered in the business curriculum?

I

They should be able to read in order

1. To cope with the word form, abbreviation form, and symbol form of the special vocabulary of the performance skills, such as typing, shorthand, bookkeeping, business machines, office procedures, and computer operations.
2. To cope with a wide range of vocabulary because skills learned in school will be put to use in a wide range of businesses, e.g. a typist for a physician will use a very different vocabulary from that used by a typist for a bank.
3. To use definitions from specialized dictionaries and glossaries and to extract appropriate definitions from standard dictionaries.
4. To use the organization of the textbook and/or manuals advantageously.
5. To proceed accurately on the basis of printed instructions and directions.
6. To recognize inaccuracies while copyreading or proofreading shorthand notes or typed passages.
7. To expand repertoire of vocabulary in order to substitute an appropriate word in place of unreadable word in shorthand notes.
8. To preread material to be typed in order to get the gist of the content.
9. To extract information from graphs, tables, and charts.
10. To select from word problems relevant data needed for problem solving.
11. To estimate answers.
12. To put a process into practice, e.g., to understand an explanation of a job (or even job description) and apply it to a business office.
13. To locate and learn information about innovations.
14. To adopt a rate appropriate to material and purpose for reading material.

II

And if you teach general business, economics, business law, business management, marketing, distributive education, consumer education, and similar subjects, what special language-coping skills should your students possess?

Dr. Dorothy Piercey
College of Education
Arizona State University

They should be able to read in order

1. To cope with the word form and symbol form of the special vocabulary of business, industry, and economics.
2. To use definitions from specialized dictionaries and glossaries and to extract appropriate definitions from standard dictionaries.
3. To use the organization of the textbook advantageously.
4. To understand categories and forms of business organization.
5. To discriminate between economic causes and effects, e.g., supply and demand.
6. To extract information from graphs, tables, and charts.
7. To locate and use the tools of research, e.g., journals, books, newspapers, and reference materials.
8. To relate everyday experiences to textbook material and classroom activities.
9. To identify strategies and language of propaganda or persuasion.
10. To integrate factual information into concepts.
11. To keep current in the knowledge of business facts and events.
12. To solve problems in some courses; to analyze case studies in other courses.
13. To adopt a rate appropriate to material and purpose for reading the material.

UNIQUENESS OF READING DEMANDS

1. The word forms, abbreviation forms and symbol forms of Business subjects are quite different from those of other content areas because of the special vocabulary of the performance skills such as typing, shorthand, bookkeeping, business machines, office procedures and computer operations.
2. Because the word "Business" encompasses so many areas there is an extreme amount of vocabulary to be learned. As an example, the vocabulary for a legal office is quite different from construction vocabulary.
3. Following directions is very important in this content area. If a typist cannot follow directions he or she may very well be out of a job.
4. Proofreading is essential in this content area. An error made by a typist or an office machine operator may cost a business a great deal of money or even a loss of another company's business. Proofreading is also important if one is a bookkeeper or a stenographer.
5. Business, because of its very nature, applies to our everyday life and needs to be understood.

Evaluating the reading abilities, interests and attitudes of the students.

A Little About Standardized Reading Tests

According to Harris and Sipay in How to Increase Reading Ability, a standardized test is develped in the following manner:

> The material in a standardized test is selected after careful analysis of the kind of reading that a pupil in the grades for which the test is intended may be called upon to do. Since the test is designed for use in a wide variety of school systems, it must not parallel too closely the content, style, or vocabulary of any one publishedreading program. It must also include a wide enough range of difficulty so that poor readers in the lowest grade for which the test is intended can get some answers right and so that the best readers in the highest grade for which the test is intended probably cannot get a perfect score. Nearly always, two or more forms are provided which are comparable in type of question and difficulty. This makes it possible to retest a pupil without using the same material.

In comparing Standardized Tests to Informal Tests Harris and Sipay wrote the following:

> Although in using book samples it is not difficult to differentiate the child's grade levels for independent and instructional reading and to determine his frustration level, standardized silent reading tests as yet do not provide a similar differentiation. Standardized test grade-equivalent scores tend to overestimate theinstructional level by a year or more. On the other hand, when a child misses many easy items but gets harder ones correct, or when he gets upset and stops before reaching his frustration level, the score may underestimate his reading ability. Standardized tests are, then, less accurate for poor readers than for good readers. When there is a disagreement between the estimate provided by a standardized test and the results of an Informal Reading Inventory, the latter is usually a more dependable guide in the choice of reading materials, provided it is well constructed, administered, and interpreted.

The need for business teachers to administer a standardized reading test to his/her students is limited--both in reason and results. The use of a close test on particular reading material would generally be much more benificial.

A RECIPE FOR "CLOZE" TESTING

The following procedure is suggested for the content-area teacher as a means of determining the ability of students to successfully handle the class text.

a. Constructing a Cloze Test

1. Select passage. From the textbook adopted for your class, select a passage of 250-350 words from midway through the book. The selection should not include material previously read by your students and should include complete paragraphs so that the students will have the benefit of complete thought units within the selection.

2. Identify words to be deleted. Lightly underline every fifth word in the selection. These will be words that will be deleted and that the students will need to supply on their test copies. It is recommended that you start your deletions in the second sentence of the selection and stop in the next to the last sentence.

3. Prepare a stencil. Type the selection on a stencil with blanks substituted for each of the words previously underlined. All blanks should be of equal length--long enough to allow the students to write in the longest deleted word.

b. Administering a Cloze Test

After making enough test copies to examine each student in your class, distribute one mimeographed passage to each student and stress the following points in your oral directions to the students.

1. Only one word should be written for each blank.

2. Students should try to fill in every blank on the mimeographed sheet; therefore, guesses are encouraged.

3. Incorrect spellings are not counted as errors; however, each supplied word should be recognizable.

4. A cloze test is not a timed test.

c. Scoring the Cloze Test

In order to determine each student's raw score on the cloze test, count as correct only those words that are exact matches of the deleted words. Synonyms are not counted as correct. The only exception to this rule occurs when it is obvious that the student misspelled the correct word. Since your goal is to determine how well he can read the text material and not to test the spelling ability, the student should not be penalized for his misspellings. Inappropriate word endings (s, ed. er, ing) should be counted as incorrect. This usually indicates that the student is not aware of the complete meaning of the passage. The raw score for each student will be the number of exact word replacements.

In order to establish the criterion for the three reading levels-- independent, instructional and frustration-- two simple calculations are necessary. First, to establish the lower limit raw score for the instructional level, multiply the number of words you deleted in your passage by 40%. Next, obtain the upper limit raw score for the instructional level by multiplying the number of deleted words by 60%.

EXAMPLE:

1. Total words in passage 300

2. Number of words deleted 60

3. 40% or .40

   x60
   24.00 (Lower limit raw score for instructional level)

4. 60% or .60

   x 60
   36.00 (Upper limit raw score for instructional level)

After obtaining these lower and upper limits, place each student in the appropriate category based upon the raw scores. Using the example noted above, the following raw score categories could be established:

Raw score 23 = Frustration Level

Raw score 24 thru 36 = Instructional Level

Raw score 37 = Independent Level

E. Dismer
ASU/1974

CLOZE TEST

Advertising helps the consumer. Advertising is a familiar, outstanding feature of American business. Although the chief purpose of advertising is to persuade people to buy the advertiser's goods and services, many advertisements, because they are highly informative, are a genuine help to the consumer.

From advertisements in newspapers (1)_____ learn about goods offered (2)_____ sale at various stores (3)_____ are thus able to (4)_____ styles, quality, and prices. (5)_____ studying advertisements, the consumer (6)_____ better decide where to (7)_____ what he wants at (8)_____ price he is willing (9)_____ able to pay.

Advertising (10)_____ consumers a vast amount (11)_____ useful information about many (12)_____. For example, some advertisements (13)_____ thrifty recipes; also, many (14)_____ information about using and (15)_____ for household appliances, textiles, (16)_____ so on.

Advertising is (17)_____ in our democratic business (18)_____ of free enterprise. Because (19)_____ advertising, products are improved. (20)_____ example, when a company (21)_____ a product having new (22)_____ that appeal to buyers, (23)_____ of similar products try (24)_____ find ways of improving (25)_____ products. Competition, therefore, serves (26)_____ consumer.

Products and services (27)_____ advertised through various media. (28)_____ medium serves a definite (29)_____ and has proved effective (30)_____ bringing advertising messages to (31)_____ consumers of the nation.

(32)_____ we are bombarded daily (33)_____ various kinds of advertising, (34)_____ should learn to distinguish (35)_____ the various sales "pitches" (36)_____ read and hear. The (37)_____ copywriter bases his psychological (38)_____ on the strengths and (39)_____, as well as the (40)_____ and desires, of human (41)_____. Sometimes a skillful, persuasive (42)_____ can cause you to (43)_____ you need an item (44)_____ you truly do not (45)_____. Remember that some advertising men, like some super-salesmen, say that, with the right "pitch," refrigerators can be sold to Eskimos! Learn, therefore, to evaluate all advertising messages.

CLOZE TEST ANSWER SHEET

1. consumers
2. for
3. and
4. compare
5. By
6. can
7. get
8. a
9. and
10. gives
11. of
12. products
13. provide
14. contain
15. caring
16. and
17. important
18. system
19. of
20. For
21. advertises
22. features
23. manufacturer.
24. to
25. their
26. the
27. are
28. Each
29. purpose
30. in
31. the
32. Since
33. with
34. you
35. among
36. you
37. advertising
38. appeals
39. weaknesses,
40. urges
41. nature.
42. advertisement
43. believe
44. that
45. need.

BUSINESS--GROUP READING INVENTORY

These tests are quite easy to devise. Though the first one may require some time, subsequent tests become easy and quick to make. There are two areas on which you may need some background. The first is to ascertain those skills which should be tested. The second is to formulate questions pertinent to the skill being investigated. This second consideration is not an awesome one, and becomes easier as you identify the relationship of skill and question.

Here are some directions for a diagnostic survey test based on a business textbook.

I. Use between 26 and 30 questions.

II. Write questions designed to measure the following reading skills in the proportions shown below.
   A. Using parts of the book (5 questions)
   B. Using resource materials (4 questions)
   C. Using maps, pictures, charts, etc. (4 questions)
   D. Vocabulary (3 questions)
   E. Noting the main idea (3 questions)
   F. Noting pertinent supporting details (3 questions)
   G. Drawing conclusions (3 questions)
   H. Noting the organization of the material (1 or 2 questions)

III. Choose a reading selection of not more than 3-4 pages.

IV. Have questions of skills D through H--vocabulary, main ideas, details, conclusions, and organization--based on the reading selection.

V. In administering the inventory:
   a. Explain to the pupils the purpose of the test and the reading skills the test is designed to measure. As the test is given, let the students know the skill being measured.
   b. Read each question twice.
   c. Write the page reference of each question on the blackboard as the question is read if the student is to refer to the textbook.

VI. A student is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong.

As students score their own papers, they see for themselves their strengths and areas of difficulty in reading the classroom material. As they correct their inventories, they tabulate on the front page the number wrong for each specific skill. They can readily see how they measure up in each skill. The total score is not as important as the subscores for each skill. If a student scores below 65 percent, however, further diagnosis of his difficulties is needed. The teacher may assume that such a score indicates the need for easier material.

Material taken from a handout in Rdg. 507 called "Effective Teaching Through Diagnosis."

GROUP INFORMAL READING INVENTORY

Textbook used: Nanassy, L.C. And Fancher, C.M. General Business and Economic Understandings. New Jersey: Prentice-Hall, Inc., 1973.

A. USING THE PARTS OF THE BOOK

1. On what page would you find a list of business and economic terms with explanations of their meaning? _____

2. How can the business computation aids beginning on page 462 help you in your study? _____

3. In what part of the book would you look to find the subject of Chapter 35?

_____

4. On what page would you find a discussion of debts? _____

5. Preceding each unit of the book you will find a heading called "Economic Understandings." Why do you think the author does this? _____

_____

B. USING SOURCE MATERIALS

6. What library aid would you use to find the book, "Accounting Principles and Procedures"? _____

7. Name three sources you might use to prepare a written report on a current business topic. _____, _____, _____.

8. What guide found in a library would you use to locate topics in the sources just named? _____

C. USING CHARTS, GRAPHS, ETC.

9. Look at the graph on page 421. In which year was federal debt the highest percentage of GNP? _____

10. The illustration on page 419 shows "The Budget Dollar." What area receives the greatest amount spent? _____

11. Referring again to the illustration on page 419, where does the greatest portion of the budget dollar come from? _____

12. Look at the organization chart on page 405. Who supervises the "Reception and Information" section? _____

Read the section entitled "How the Law Affects Everyone" found on pages 241-247. Answer the following questions based on what you have read.

D. UNDERSTANDING VOCABULARY

13. What is meant by "law"? _____

14. What is a "statute"? _____

15. What is a "tort"? _____

E. NOTING MAIN IDEAS

16. What are the sources of our laws? _____

17. What part does "common law" play in legal decisions? _____

18. What is the difference between ethical and legal responsibility?

_____

F. NOTING DETAILS

19. Where did "common law" originate? _____

20. Name a federal statute. _____

21. Name a local ordinance. _____

G. DRAWING CONCLUSIONS

22. Why do we have different types of laws? _____

23. Why do we have different types of crimes? _____

24. Why do we need law? _____

H. NOTING ORGANIZATION

25. What is the main topic of this selection? _____

26. How did the author divide his topic? _____

Material taken from a Business File made by Alfred Schaffner, ASU, 1977.

Selecting Appropriate Instructional Materials

DIRECTIONS FOR ESTIMATING READABILITY USING FRY'S GRAPH

1. Select a passage. Count off 100 words, skipping proper nouns, dates, and numerals.
2. Count the number of sentences in the 100-word passage. If the final sentence does not end at the end of your 100 words, determine what proportion of the sentence you are including in the 100 word count. Estimate the last sentence to the nearest tenth.
3. Count the number of syllables in the 100-word passage. Again, omit proper nouns, dates, and numbers.
4. Refer to Fry's Graph. If intersecting point falls in the gray area, the results are invalid. Then choose another passage to analyze.

EXAMPLE OF ESTIMATING READABILITY

Textbook: College Accounting, Carlson, Carson, and Boling. South-Western Publishing Company: Chicago, 1967, pp. 155-156.

The accounting procedure in recording the transactions of merchandising business is, in general, the same as that involved in recording the transactions of any other enterprise. In a small merchandising business where the number of transactions is not large and all the bookkeeping may be done by one person, a standard two-column general journal or a combined cash journal may be used as the only book of original entry. However, if desired, a purchases journal and a sales journal may be used also. The purchases journal may be used for keeping a chronological record of purchases of merchandise on account, and the sales journal may be used for keeping a chronological record of sales of merchandise on account.

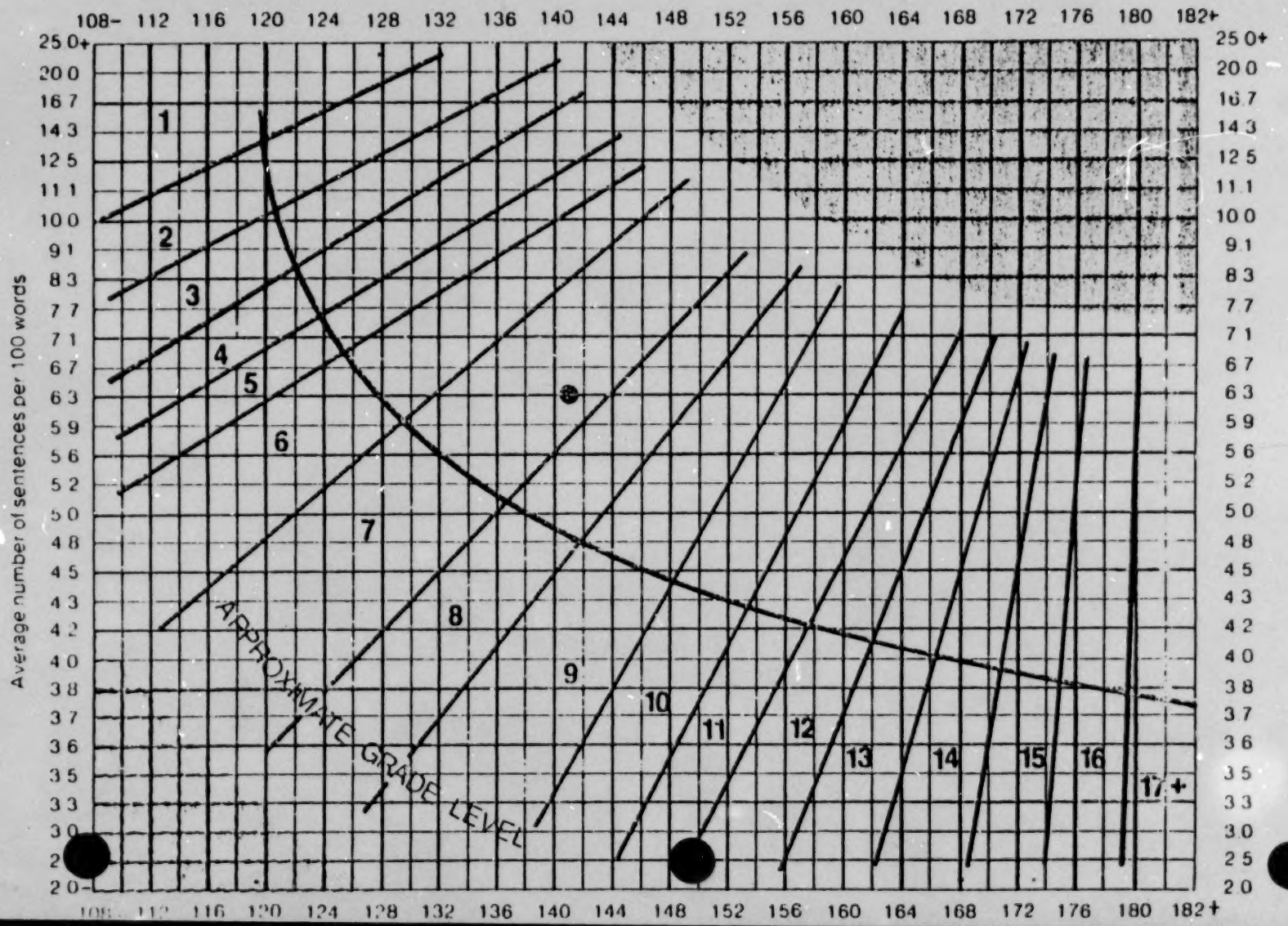
Number of sentences 3.5

Number of syllables 167

Figur

GRAPH FOR ESTIMATING READABILITY — EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



TEXTBOOK EVALUATION FORM

Title: General Business & Economic Understanding
Author(s): Macassy/Fancher
Publisher: Prentice-Hall
Copyright date: 1952
Subject Area: Basic Economics
Grade: Secondary
Readability Level: 11
Formula Used: Fry

Textbook Aids and Reading Helps

Please check appropriate column:	Excellent	Good	Fair	Poor	Not Included
1. Preface, Introduction		X			
2. Table of Contents	X				
3. Glossary	X				
4. Subject Index		X			
5. Unit Prologues	X				
6. Chapter Prologues	X				
7. Chapter Summaries					X
8. Chapter/Unit Study Questions	X				
9. Unit Epilogues					X
10. Marginal Notes:					
a. Footnotes					X
b. Pronunciation Helps					X
c. Illustrative Materials	X				
d. Abbreviations					X
11. List of Supplemental Suggested Reading/References					X
12. Illustrative Materials					
a. Photographs, Drawings	X				
b. Charts, Graphs, Diagrams	X				
c. Maps					X

	Excellent	Good	Fair	Poor	Not Included
d. Timelines					X
e. Tables				X	
f. Instructions Given on How to Read or Interpret a Through e above			X		
13. Use of Color for Emphasis	X				
14. Use of Bold-face Print for Emphasis	X				
15. Use of Italics for Emphasis		X			
16. Short Line, Column-Length Format	X				
17. Other: (Please specify)					
a.					
b.					
c.					

18. How are new or important terms introduced?

a. _____ List
b. _____ Bold Type
c. _____ Italics
d. X Colored Ink
e. _____ Marginal Notes
f. _____ Through Content Only
g. _____ Through Content with Definitions
h. _____ Other: _____

4-20-77
Date

A. Schaffner
Evaluator

Material taken from a Business File made by Alfred Schaffner, ASU, 1977.

Techniques to improve vocabulary

ACRONYMS

In all forms and areas of the world today acronyms appear often. Awareness and understanding of acronyms is important to most people but perhaps even more so in the world of business.

An acronym is defined as: "a word formed from the initial letter of letters of each of the successive parts or major parts of a compound term." In today's society it is generally accepted that the letters not necessarily form a word to be consedered an acronym. IBM for example is not a word but is the standard acronym for International Business Machines.

Business education students will deal with numerous acronyms as they enter and continue to be in touch with the world of business. It should be a consideration of business teachers to attempt to improve their students' vocabularies and extend student knowledge in the field. The teaching of acronyms can do both.

With the following list as a possible starting point, some teachers might help to orient students to a business class by teaching these acronyms. The method used should be decided by the instructor. Suggestions to be considered might be: distribute the list of acronyms and see which ones the class could identify; distribute the list of groups/organizations and see if the students are able to decide what acronyms might be appropriate; distribute the list and do them in groups.

This activity should be considered as a springboard for other ideas and activities that a business teacher might incorporate into his/her own classes.

BUSINESS ACRONYMS

DE	Distributive Education
DECA	Distributive Education Clubs of America
COE	Clerical Office Experience
OJT	On the Job Training
NAB	National Alliance of Businessmen
FBLA	Future Business Leaders of America
IBM	International Business Machines
TABS	Typing and Business Survey
JEMS	Job Exploration and Machines Survey
CO-OP	Cooperative Education
COT	Clerical Office Training
OWE	Office Work Experience
DWE	Diversified Work Experience
DO	Diversified Occupations
CE	Career Education
ABIEC	Arizona Business, Industrial and Education Council
DOT	Dictionary of Occupational Titles
HEW	Department of Health, Education, and Welfare
MCONEYS	a list of directors, business people, and information

BUDDY VOCABULARY CARDS

The buddy approach to vocabulary card study has several unique features:

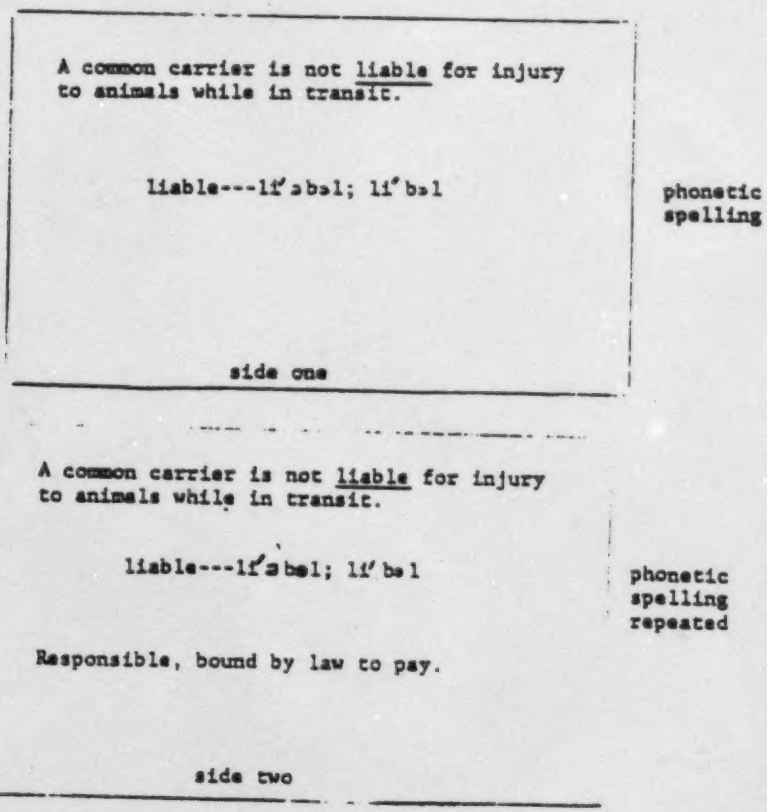
1. Learning takes place on both sides of the card. The student is learning his own words, and the buddy, from exposure to side two, learns incidentally as he role-plays instructor.

2. "Dumb bunny" stigma is removed. Every student in a class (teacher too) finds some words that are unknown to him. When a bright student, for example, is paired with an average student, the latter's self-concept gets a boost. "The smartest student in the class has vocabulary cards too. So I guess I'm not so dumb."

3. Peers can use methods and techniques with each other that would be inappropriate for a teacher to use. For example, peers can get by with expressing exasperation that a teacher would suppress. "Come on, lunkhead, this is the third time in a row you've missed the same word."

4. Buddies learn to deal with each other as human beings as they interact.

5. Teacher demonstrates that vocabulary building is a life-long activity, that no one is exempt from bete noires that block comprehension.


A common carrier is not liable for injury to animals while in transit.
liable---lī'ə bəl; lī' bəl
phonetic spelling
side one
A common carrier is not liable for injury to animals while in transit.
liable---lī'ə bəl; lī' bəl
phonetic spelling repeated
Meaning
Responsible, bound by law to pay.
side two

Adapted from Dorothy Piercey, Reading Activities in Content Areas (Boston: Allyn and Bacon, Inc., 1976), pp.22-24.

SUBJECT AREA

Bookkeeping (can be adapted to fit other areas of business)

GRADE LEVEL

10-12

NAME OF ACTIVITY

Multiple Meanings

OBJECTIVE OF ACTIVITY

To introduce students to the idea of multiple meanings of words and to help them learn how to pinpoint the particular meaning the word has in terms of bookkeeping.

STUDENT PREPARATION

None

TEACHER PREPARATION

Choose words used in bookkeeping that have a different meaning when applied to different areas. Try to include words for which the students may have their own definition. (ex. gross) Prepare a transparency with a figure of a wheel with a hub and spokes radiating from the hub (see diagram below).

PROCEDURE

Teacher identifies the vocabulary word (writes it on the board or overhead) and calls for all meanings the word can have. As the students give responses, the teacher writes them on the spokes extending from the hub. If a student hits upon the correct use of the word for bookkeeping, write that definition in the center, but continue the activity until all responses are out.

Suggested words:

credit	simple
post	compound
value	volume
net	balance
list	footing
interest	gross
principal	

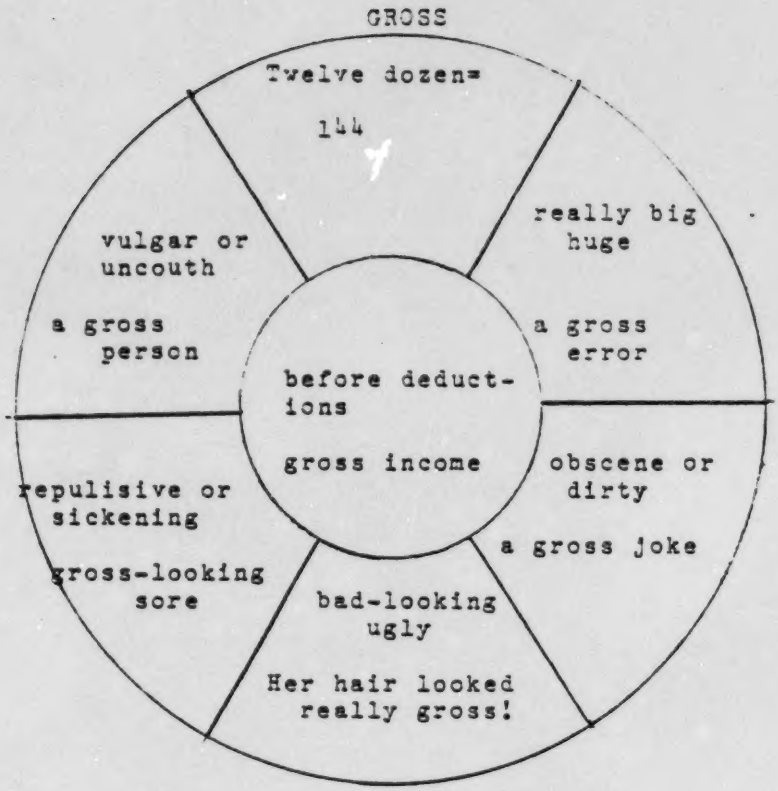


Figure 1

Activity II

These words can then be put on a poster similar to that shown in figure 2. As new words are encountered, the teacher can talk through them and add them to the chart, or students can be encouraged to submit words for the chart that they run across in their reading.

WORD	GENERAL MEANING	BOOKKEEPING MEANING
net	something you use when you catch fish	after deductions - net income

Figure 2

Word Origins and Business

Word histories and origins can often be used to stimulate interest in subject matters and the business world is no exception.

"The word of business is essentially busy-ness, that is, being busy about something. But in the early days if you were occupied by business you were suspected of being engaged in some impudent and mischievous activity. In other words, business then meant funny business. Later on it was applied to any kind of task. Finally to a definite business or vocation.

"We would be apt to think when we are dealing with the origin of business terms such as assets, liabilities, and annual reports that the stories about them might be dull. Yet, if we dig into these words deeply enough we may sometimes uncover shining metaphors and sparkling figures of speech."

The above is an excerp from Funk's Word Origins and Their Romantic Stories, Chapter 7 - Romance Behind Business Terms, Funk and Wagnals, New York.

Numerous word histories of business words are listed in this book and could be used to stimulate interest, improve vocabulary, and enhance the knowledge of all business students.

The following page gives three examples. Funk's book has many excellent words traced. There are many other good books that deal with business word origins also.

USING CONTEXT CLUES

Most students, when they are reading and encounter a new word, simply look at the first few letters, decide they don't know it and just skip over it. If, however, they know how to use context clues effectively, they will be able to at least bring a general meaning to the word, and may even be able to recognize the word. (Of course! That word must be...") Many students are unaware of context clues in general and have not yet caught on to the specific types of context clues your textbook uses.

Listed below are ten types of context clues with an example of each. It is not necessary for your students to learn the names of the categories for the context clues, but it is important that they learn how to use each one. You may wish to actively teach your students how each of the clues works using words and sentences from your textbook, or you may wish to use the clues as a means for introducing new vocabulary. The attached lesson plan was developed for a free enterprise or economics class, but could easily be adapted to other areas. Its purpose is to teach the skill of using context clues.

1. Direct Explanation Clue. The authors of your textbook know when they have used a word your students probably don't know. They usually will set the word off in some way (italics, boldface type) and will define the word in the sentence. Call your studens' attention to the italics or boldface and to words like such as, refers to, means, and to punctuation that often sets a definition apart, enclosed in parentheses, set off by commas or hyphens.

   An <u>economist</u>, a person who...

   <u>Capital</u> refers to ...

2. Experience Clue: Whenever possible, draw on the students' own experience to figure out a word. They know how they react and how things react in a given situation and, if prodded, they should be able to generalize their experience and approximate the meaning of the word.

   The stoplight changed from green, to <u>amber</u>, to red.

3. Mood or Tone Clue: Often, the author will set a mood that the students can recognize that can help them guess at the unknown word.

   The crowd rushed to the door in a <u>frenzied</u> mass as the fire swept through the building behind them.

4. Explanation through Example. Sometimes the meaning of a new word is clarified by an example. Teach your students to look for clues like for example, that is, i.e., and to look

for examples of the word in the sentence itself or in sentences surrounding the word.

> A monetary system, that is the standard of currency of a nation,...

5. Summary Clue. A new word may seem to sum up what has been described. The student may need to be taught how to reason out the word in this circumstance.

> Whenever Joe has a problem, he likes to go somewhere by himself so that he can just sit and think. That way he can look deep inside himself and try to figure out just how he feels and why he feels that way. Such introspection has helped Joe solve many of his problems.

6. Synonym or Restatement Clue. A synonym that the student already is familiar with is used with or near the word.

> Last year Company X spent over $5 million on research. This year their expenditures for research reached almost $8 million.

7. Comparison or Contrast Clue. The new term may be compared or contrasted with a familiar term.

> The value of your house will probably go up, but the value of your car will probably depreciate.

8. Familiar expression or Language Expression Clue. Expressions or sayings that the students hear all the time can serve as a clue.

> Some people say Old Man Hatcher is a penny-pincher, but his miserly ways seem to have paid off. He's rich!

9. Words in a Series Clue. If the student knows some of the words in the series, he can usually guess at the meaning of the remaining word or words.

> I thought his lecture was interesting, informative and enlightening.

10. Inference Clue: This is a sort of combination of the above methods. By understanding the gist of the material he is reading, he can infer the meaning of the unknown word.

> The prices of food, clothing, and housing have skyrocketed. A good used car cost twice what it did five years ago. How long will this inflation last?

Adapted from Improving Reading in Every Class, Ellen Lamar Thomas and H. Alan Robinson, pp. 21-25.

STRUCTURED OVERVIEW

A method of presenting vocabulary terms in a reference to the reading material or understandings of a unit.

HOW??????????

Step 1. Complete steps 1 and 2 of the Task Analysis procedure.

Step 2. Arrange the vocabulary into a schema that shows the interrelationships among the concepts.

Step 3. Add to the schema vocabulary concepts which will more clearly depict these interrelationships.

Step 4. Evaluate the overview. Is it clear? Can it be simplified without loss of meaning?

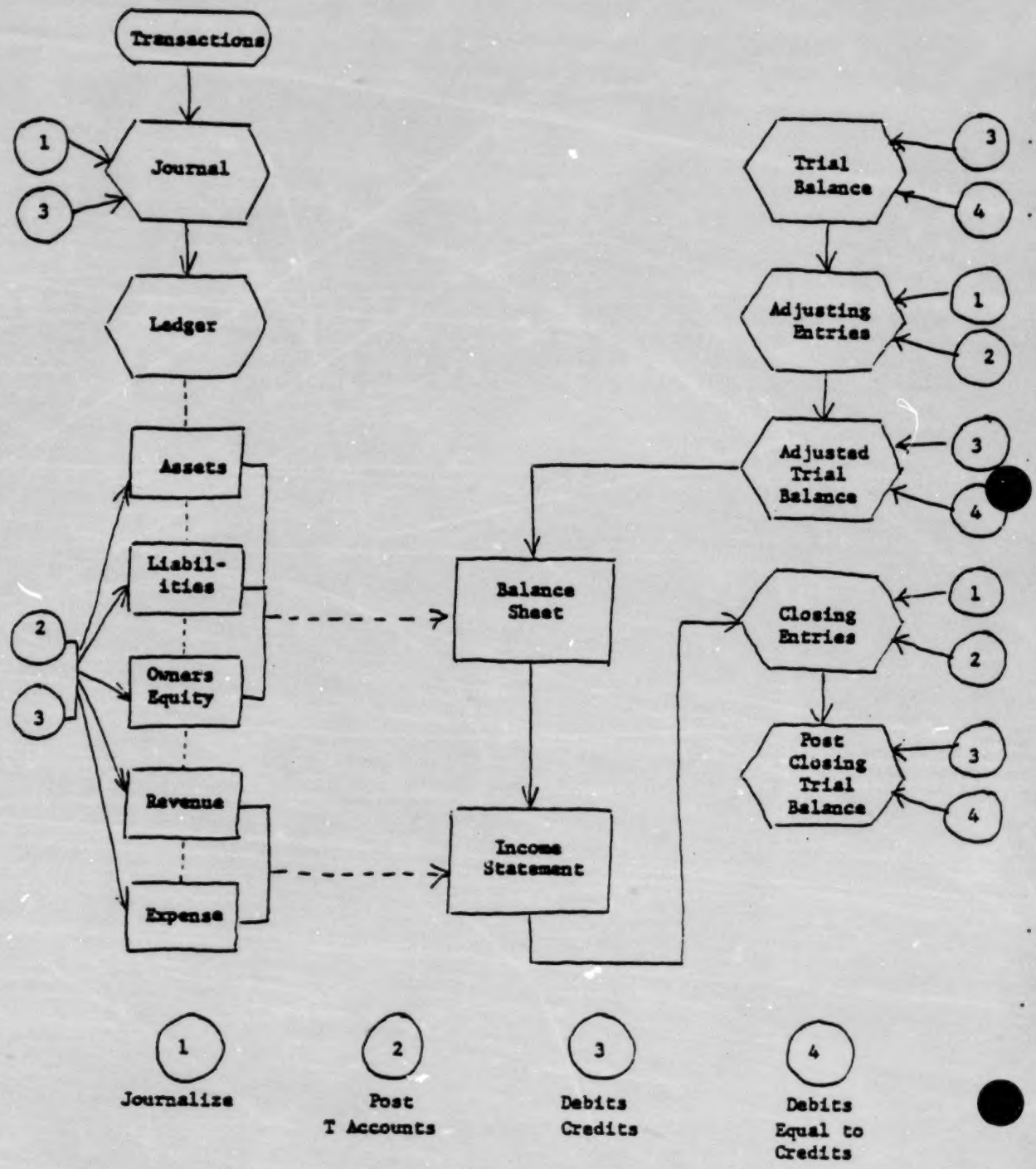
Step 5. When introducing the overview, display the schema and briefly explain why it is arranged as it is (or let the kids try it). Encourage student input.

Step 6. Continue use of the overview for the duration of the unit, relating new concepts and vocabulary as the need arises.

Be as creative and versatile as possible when developing the schema. Throughout the semester use different designs, flow diagrams, pictures, outlines, and materials (transparencies, mobiles, bulletin boards, charts, posters, lables, etc.) and all sorts of attention-getting techniques.

B. Parrish, ASU, 1977

EXAMPLE OF A STRUCTURED OVERVIEW: THE ACCOUNTING CYCLE



Material from a Business File created by Alfred Schaffner, ASU, 1977

EXAMPLE OF VOCABULARY GAME: ECONOMIC WORD SEARCH

C O M M A L L S T C O M M U N E
C S O C P R O B R O L O A X A U
C A I L S D G G E L I N E A L N
M U P A M A R X B O B E L C P E
M A R I X S V C O N E T G U L V
U L O S T K I S M I R A G G L E
K S T S S A I L R A M R U M A R
I B E E M P L R A L A Y R B H E
S O C Z H I C I X I N M T L S M
M R T F A T O L S S C U S A R A
O B I A S A L C E M L O S T A R
R N V I D L A T I P A K S I M T
E L E R B C O L O N S I A P L C
V B R E Z H E V P M L I L A A A
E P R O L E T A R I A T C C I N
M R A F E V I T C E L L O C Z Z

Fill in the blanks with the word or words defined in the sentence. Locate the word in the word search. These words are used in Part 5 of your textbook.

1. _____ in theory this is common ownership of all wealth.

2. _____ is an economic system based on private enterprise and private ownership al all kinds of property.

3. _____ tariff is a tariff sufficiently high to protect domestic producers against effective competition from foreign-made products.

4. _____ is French for let alone.

5. _____ in the USSR, a large farm theoretically owned and operated jointly by all the farmers who live on it.

6. _____ is the principal theoretical work on economics by Karl Marx.

7. _____ refers to property from which an income is derived.

8. _____ is a plan for collective ownership and operation of the means of production.

Material taken from a file in the Resource Room.

EXAMPLE OF VOCABULARY GAME: SCRAMBLE

Directions: Using the clues given below, see if you can unscramble these commonly used business terms. Write your answer in the space to the right of the scrambled word. Correct spelling is required.

Scrambles:

1. gkinrow pitalac _____
2. tyept hacs _____
3. ten whort _____
4. tipaalc _____
5. yuiqta _____
6. nourlaj _____
7. Tanransciot _____
8. camlabe tahes _____
9. degler _____
10. gintops _____

Clues:

1. Amount of money a business has in liquid assets.
2. A fund used to pay incidental expenses.
3. A value equal to total assets minus total liabilities.
4. Money and property invested and used in a business interprise.
5. The real interest that an owner has over and above liabilities.
6. A book in which business transactions are recorded in order of occurrence.
7. A business event which must be recorded in the account records.
8. A listing of assets, liabilities, and of owner's equity in a business.
9. A book in which the separate accounts are grouped and kept.
10. The process of transferring debits and credits to the proper accounts.

Material taken from a file in the Resource Room.

Jean Reed
Rdg. 544
9:20

SUBJECT AREA

Free Enterprise

GRADE LEVEL

10-12

STUDENT PREPARATION

None

TEACHER PREPARATION

Compose sentences using vocabulary words from a chapter in the textbook. Make sentences that illustrate the different kinds of context clues. Build a crossword puzzle using the words.

PROCEDURE

The student reads each sentence and with the help of the crossword puzzle, he supplies the missing words. After most of the students have finished, the teacher displays on an overhead the answer key to the puzzle only. Students who were unable to get all of the words are instructed to copy the answers onto their own puzzles and transfer the words to the proper blanks. The teacher should then go through each sentence with the class encouraging students to tell what they think the word in the blank means and <u>how</u> the arrived at that decision. The teacher may name the type of clue used as a hint to how the answer was derived, but it is not necessary for the students to memorize the names of the types of clues. When an exact answer is needed or if the students are heading in the wrong direction (ex. In question 6, regulate may seem to mean suppress.) encourage the students to consult a dictionary and "fish" for the answer that best fits the given context.

Answer #5 has been filled in on the crossword puzzle to give the students a starting point. The numbers in parentheses after each blank are for teacher use only and can be ommitted when actually given to students. These number refer to a list of the various types of context clues. (See attached sheet.)

Adapted form "The Inverted Pyramid", <u>Reading Activities in the Content Areas</u>, Dr. Dorothy Piercey, p. 130-132.

1. Everyone makes (7A)_____(7) choices. Every person must decide how to spend money. Such a decision may involve a choice of what clothes to buy, or a choice between spending for clothes or amusement.
2. However, it is often the case that what a person (3D)_____ may not be what he can (1A)_____(2)
3. Buying can be on a large or small scale. The buyer of a milkshake, for example, is a (8D)_____(3) the same as the person who is buying a car.
4. (10A)_____(1) refers to the factories, machinery, and other physical elements that go into producing the things people buy.
5. (4A)_____(1) refers to the economic system in which the answer to #4 is privately owned and those owners have the right to earn profits from it.
6. To protect the public, the government is empowered to (2D)_____ _____(6) certain kinds of economic activities and to encourage or promote others.
7. If the people do not feel they have been treated in an (5D)_____ _____(8) manner, they may begin to scream "Unfair Practices."
8. America's fertile land, rich mines, oil deposits and other natural (6D)_____(3,9) make for a high standard of living here.
9. An economic theory is formed by first gathering facts and then making a guess or (9A) _____ about certain causes and effects.

EXAMPLES OF CONTEXT CLUES

1. Direct explanation. The word is explained in the sentence.

2. Experience Clue. The student can draw on his own experience.

3. Explanation through example. An example of the word is given in the sentence or a sentence near the word.

4. Mood or tone clue. The student can figure out the words by the mood of the rest of the sentence.

5. Synonym or restatement. A synonym for the word is used in the sentence or in a sentence near the word.

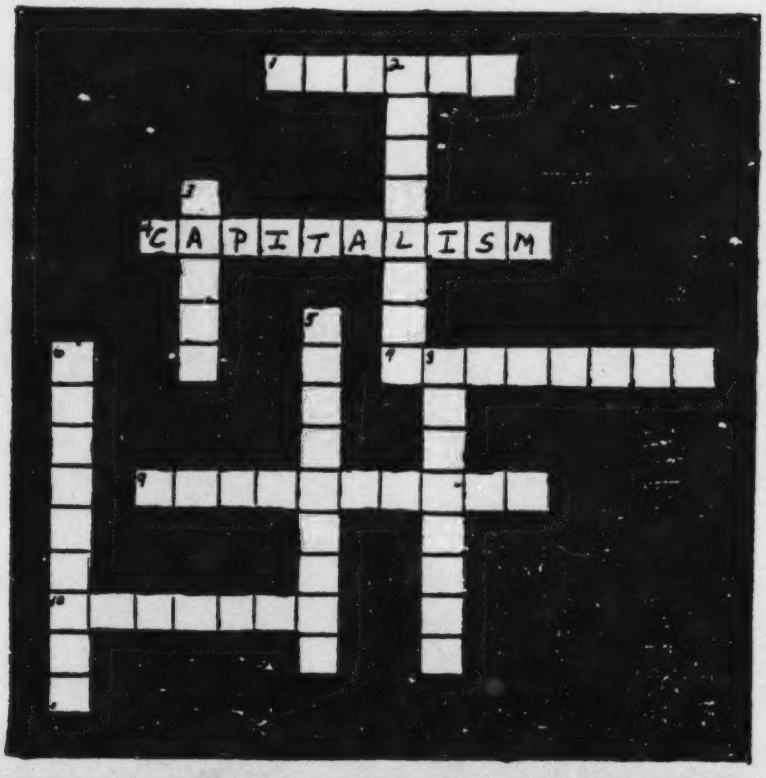
6. Comparison or contrast clue. The word is complared to a word that is already familiar to the student.

7. Summary clue. The meaning of the word is summarized in the preceding or following sentences.

8. Familiar expression or language expression clue. An expression familiar to the student is used to define or clarify the word.

9. Words in a series clue. Students can figure out the word by knowing other words in the series in which the word appears.

10. Inference clue. The student can get an idea of the meaning of the word by knowing generally what the sentence and surrounding sentences are talking about.



Techniques to improve comprehension

A SAMPLE STUDY GUIDE FOR CONTENT AREA: BOOKKEEPING

A student of bookkeeping must be able to comprehend directly stated details. Given facts, he must be able to interpret them through cause and effect relationships. Bookkeeping is a sequential operation involving facts; therefore, most text books structure the information along the lines of simple listing, cause-effect, sequence, and problem-solution. Interpreting pictorial matter is a necessary adjunct of this organization.

In the following study guide, the questions are based on these levels of comprehension:

*Literal
**Interpretive
***Critical
****Creative

STUDY GUIDE FOR GENERAL BUSINESS

(Taken from chapter 9, pp. 91-104, "Computers in Business" General Business by H.L. Lyon and John M. Ivancevich, published by Harcourt Brace Jovanovich, 1976)

*1. What is meant by the term EDP? (92)

****2. Why do most large businesses use a computer?

*3. What are the two most common computer languages used in business? (99)

**4. What is the central processing unit (CPU) used for? (97)

***5. How did IBM manage to control the business computer market for so many years? (91)

**6. What is the primary reason that computer punch cards are being used less and less in business? (95)

*7. What is the meaning of the word COBOL? (99)

***8. Using figure 9-1 on page 93, describe how information flows into and out of the computer. (93)

*9. The first computer build for business in 1954 was called what? (92)

**10. What do you believe is the major purpose of a computer in business? (91)

**11. What are the five units of a computer? (93)

***12. What is the future of computers in business? (101)

****13. Why is it a worry of many people in this country that computers and computer files are destroying our privacy? (102)

**14. A computer will not work without what important piece of information? (100)

*15. Data processing refers to what when talking about business and the computer? (91)

Levels of comprehension for the study guide:

* literal
** interpreatative
*** critical
**** creative

TASK ANALYSIS

A self-preparation exercise for teachers to be done before a reading assignment is given. It helps the teacher plan activities to facilitate the understanding of the major concepts, words, and processes needed for the assignment.

HOW?????????

Step 1. Identify the major concepts of the chapter or assignment. These concepts are those ideas that you want your brightest students to know.

Step 2. Identify the key vocabulary words. These are the specialized and technical vocabulary words that carry the meaning of the major concepts or the words that are necessary to the understanding of the activity.

Step 3. Identify the processes and/or skills that need to be applied in the assignment. These could be listening, observing, following directions, following a sequence, interpreting charts, pictorial matters, and any of the various comprehension skills and study skills.

Step 4. Set priorities of the major concepts. Lable them thus:
MI (Most Important) - Those concepts which all students should be able to understand and learn
I (Important) - Those concepts which most of the students should be able to understand and learn
LI (Least Important)- Those concepts expected of the brightest students to understand and learn

EXAMPLE OF TASK ANALYSIS

Concept (MI): Develop a clear understanding of terms associated with the accounting cycle.

Vocabulary

Transaction (S)	Journalize (T)
Debit (S)	Ledger (S)
Credit (S)	T Account (T)
Journal (S)	Posting (T)

Concept (I): How these terms are integrated into the accounting cycle.

Vocabulary

Trial Balance (T)	Balance Sheet (S)
Adjusting Entry (T)	Closing Entries (T)
Adjusted Trial Balance (T)	Post Closing Trial Balance (T)
Income Statement (S)	

Skills:

1. Literal: Main idea; supportive details; determine sequence; retain facts.
2. Interpretive: Uncerstanding figurative language; cause/effect; compare/contrast.

LESSON PLAN

Subject Area:

Consumer Cents

Grade Level:

11-12

Student Preparation:

None

Teacher Preparation:

Students must understand how SQ3R works and why it will benefit them in consumer cents. One part of a class period will be given up for lecture on how to use SQ3R.

Procedure:

Each student will be able to understand what he must do in order to use SQ3R in understanding material in a given chapter or unit. A demonstration will be given on each step of SQ3R and students will use those steps while reading the assignment.

Evaluation:

The outcome of scores on chapter or unit tests.

Adjustment:

If test scores and comprehension of material are not increasing then more time will be spent demonstrating to the student the use of SQ3R.

K:1

The SQ3R Method of Study*

The title for this new higher-level study skill is abbreviated in the current fashion to make it easier to remember and to make references to it more simple. The symbols stand for the steps which the student follows in using the methods; a description of each of these steps is given below.

SURVEY Glance over the headings in the chapter to see the few big points which will be developed. This survey should not take more than a minute and will show the three to six core ideas around which the rest of the discussion will cluster. If the chapter has a final summary paragraph this also will list the ideas developed in the chapter. This orientation will help you organize the ideas as you read them later.

QUESTION Now begin to work. Turn the first heading into a question. This will arouse your curiosity and so increase comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. And the question will make important points stand out while the explanatory detail is recognized as such. This turning a heading into a question can be done on the instant of reading the heading, but it demands a conscious effort on the part of the reader to make this query for which he must read to find the answer.

READ Read to answer that question, i.e., to the end of the first headed section. This is not a passive plowing along each line, but an active search for the answer.

RECITE Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and name an example. If you can, do this, you know what is in the book; if you can't, glance over the section again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper. Make these notes very brief; NOW REPEAT STEPS 2, 3, and 4 ON EACH SUCCEEDING HEADED SECTION. THAT IS, TURN THE NEXT HEADING INTO A QUESTION. READ TO ANSWER THAT QUESTION, AND RECITE THE ANSWER BY JOTTING DOWN CUE PHRASES IN YOUR OUTLINE. READ IN THIS WAY UNTIL THE ENTIRE LESSON IS COMPLETED.

REVIEW When the lesson has thus been read through, look over your notes to get a bird's-eye view of the points and of their relationship and check your memory as to the content by reciting on the major subpoints under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.

These five steps of the SQ3R Method of Study - SURVEY, QUESTION, READ, RECITE, AND REVIEW -- when polished into a smooth and efficient method should result in the student reading faster, picking out the important points, and fixing them in memory. The student will find one other worthwhile outcome: quiz questions will seem happily familiar because the headings turned into questions are usually the points emphasized in quizzes. In predicting actual quiz questions and looking up the answers beforehand, the student feels that he is effectively studying what is considered important in a course.

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*Francis P. Robinson. Effective Study. 3rd edition. New York: Harper & Brothers 1960.

93-19-7-65-MB

PREVIEW AND WRITE

What is it?

Preview and Write is a self-directed study technique that a student can use to take notes from a chapter. The process provides the student with a purpose for reading and helps to organize important information for study.

When would I use it?

This study method is especially good to help students become independent learners. Explanation and directed practice is necessary to help master the technique. When students feel comfortable with Preview and Write, you can provide them with the form and have them work independently. Periodic checks and practice might help to assure success.

How do I do it?

1. Duplicate copies of the form and distribute to students.
2. Have students identify the subtitles of the chapter.
3. As a group have students read the first subtitle of the chapter. They then respond to the clues of the subtitle by devising a question they feel reading of that section will answer.
4. Record question on the form in the appropriate box.
5. Read for the answer to your question. When the answer is found, stop.
6. Record the answer on the form in as brief a way as possible, main ideas or abbreviations.
7. Go on to the next subtitle; devise a question; read for the answer; record answer, etc.

Student questions will vary, but they are permissable questions as long as they are answered in the reading. If questions can not be answered, then you need to guide the student to ask a more specific question by responding to the author's clues.

Depending upon how long and detailed the material to be read is, the basic form can be varied. Instead of one form for the whole chapter, a Preview and Write form could be filled out for each subsection of the chapter. Then, perhaps as a review, the student could condense the most important information into one form.

Leslie Gray and Kathy Steele, RDG 467 assignment.

EXAMPLE OF PREVIEW AND WRITE

Chapter Title The Double-Entry Mechanism

Subtitles	Questions	Main Ideas
1. The Account	- What are the 3 major parts of the standard account form?	Title, debit side, credit side. Debits and credits must be equal for the account to balance.
2. Debits and Credits	- What does debit mean? What does credit mean?	Debit means to record on left side of account. Credit means record on right.
3. Use of Asset, Liability, and Owner's Equity Accounts	- Describe a double entry transaction.	Purchase of office equipment $2600. = 2600 debit - office equip. = 2600 credit - accounts payable
4. Revenue and Expense	- What is net income or net profit?	Income or profit results when owner's equity from revenue exceeds the decreases from expenses.
5. Use of Revenue and Expense Accounts	Describe a decrease in owner's equity resulting from an expense.	Paid $200 office rent. Cash = Cr. $200 Rent Expense = Dr. $200
6. The Trial Balance	What is the trial balance? Why is it taken?	A list of all accounts showing title and balance of each account. Taken to determine if equality has been maintained.

Vocabulary

double entry (p. 11)
"T" account form (p. 13)
charge (p. 13)
transaction
footing (p. 19)

Ann Crabs, ASU, 1979

LESSON PLAN

SUBJECT AREA: General Business

GRADE LEVEL: 9 - 12

NAME OF ACTIVITY: Directed Reading Activity

OBJECTIVE OR PURPOSE OF ACTIVITY: To increase comprehension and learn new vocabulary. To direct the students reading toward specific purposes.

STUDENTS PREPARATION: None

TEACHER PREPARATION: Teacher will read the assignment prior to giving the assignment and select unknown concepts and vocabulary words that the students may have difficulty with if not pre-taught. Prepare a DRA including questions that relate to students own experiences and then introduce the new concept or vocabulary word. In addition, prepare questions that give a purpose to reading. These questions should be on the literal, interpretive, application and critical thinking levels. Include follow up activities for the assignment

PROCEDURE: Take the students step by step through the attached DRA (See Teacher Preparation)

EVALUATION: A quiz may be in order after the DRA to determine if the students grasped the key ideas or just observation by the teacher would be an adequate way to evaluate.

ADJUSTMENTS: More vocabulary words may have to be discussed if the students indicate that there are words that they are unfamiliar with.

DIRECTED READING ACTIVITY

Nanassy, Louis C. & Fancher, Charles H., General Business and Economic Understandings, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1973. pp. 27-34

I. Readiness (Motivation)

A. Create Interest (true story)

1. I will never forget the first time I got a paycheck. I was 15 and was working in a flower shop, and I had $30.00 to spend on myself. I had a hard time deciding whether I should spend all of it, what I should spend it on or should I save part or all of it. I made the decision to spend all of it on clothes and my Mom was horrified as she thought I should have saved part of it. How do you spend your money? Do you save any of it? Do you shop for bargains? (class discussion)

2. Introduce advertisements or articles which deal with different uses of money. Discuss these articles (See Appendix A - D)
3. Today you are going to be reading about money and how it is used in business activities.

B. Preparation for Reading

1. Identifying concepts which might be unknown to the students (will use talk through approach).

a. Monetary System (p.27)

1. My family went to Mexico a few months ago to do some shopping and discovered that we would have to exchange our dollars for pesos in order to buy what we wanted? Do any of you know how many pesos there are to a dollar?

2. A friend of my Mother's is going to Japan this summer. Do you know what Japanese money is Called? German? French? English?

3. All of these things we have been talking about have one thing in common. They are all different types of money although they have different names. Today you are going to be reading about a MONETARY SYSTEM - more specifically the United Monetary System and how it operates.

4. Development of the new concept word - MONETARY SYSTEM

a. Write "MONETARY POLICY" on blackboard. Sound it out phonetically. Divide into syllables "Mon/e/tar/y Sys/tem

2. Vocabulary Talk Through

a. Counterfeit: .....difficult to counterfeit. p. 28, 30-31

1. Have you ever seen two dress that look exactly alike that were sold at two different stores? Lets say one sold for $19.95 and the other for $39.95. What do you think the real differences between the two dresses might be.

2. The attendance office at school here has a problem. A few students bring in notes, supposedly signed by their parents, that excuse them from school. What's wrong with that? What do you suppose happens to these students when they get caught?

3. When something like this happens, we sometimes call it a fake or a phony or we can also call it counterfeit. As you read, note the differences between counterfeit money and good money.

4. Write "Counterfeit" on blackboard. Sound it out phonetically - divide into syllables - Coun/ter/feit.

b. Affidavit: ....if accompanied by a signed affidavit p. 31.

1. Some of you will be getting your drivers licenses soon and some you probably have already received them. What did your parents have to sign before you got your learner's permit? Do you remember any of the questions on that paper?

2. Perhaps some of you have been involved in an accident or were a witness to an accident and had to go to court to testify? If you couldn't go to court for some reason, what do you think the Judge would have taken in exchange for your personal testimony?

3. Today you are going to be reading about worn out money and how you can replace it by giving a signed affidavit that the worn portion of the money has been destroyed.

4. Write "affidavit" on blackboard. Sound it out phonetically - divide into syllables "Aff/i/da/vit"

c. Embezzlement: If a bonded person embezzles funds...p.32

1. The other day in the newspaper I was reading about a person who stole money from his employer and the employer wasn't bonded - that is he wasn't insured against losses of money. Do you think all businessmen should be bonded against this type of loss?

2. When an employee steals money from his employer we call it embezzlement of funds. In you assigned reading, you will find out what happens when money is embezzled.

3. Write "Embezzlement" on blackboard. Sound it out phonetically. Divide word into syllables - "Em/bez/zle/ment.

C. Establish Purpose*

1. List the three different uses of money. (Literal) p. 28.

2. What are the two different types of money? Which type has more advantages? (Literal) pp. 28-29

3. How did the use of paper money encourage crime? (Interpretive)

4. How can you detect differences between a genuine bill and a counterfeit bill? (Literal) (pp. 30-31)

5. Why do you suppose that the government demands an affidavit when partially damaged money is returned for redemption. (Interpretive)

6. Why is the addition plan in making change better than the subtraction plan? (Interpretive).

7. Name three methods of making remittances. (Literal) pp. 33-34

8. Why do you suppose a bonding company just doesn't automatically grant bonds for everyone who works for a particular business? (Interpretive)

9. What use could you make of the information in this Chapter? (Application)

C. Directed Silent Reading

D. Comprehension Check & Discussion (Oral re-reading if necessary)

1. On the basis of what you have read, do you think the U.S. Monetary System is efficient? Why or why not? (Critical Thinking)

E. Follow Up Activities

1. Film Strip on money and its uses in American Society.

2. Have government publications and pamphlets put out by banks, etc. available that pertain to money available - if possible, they should be on different reading levels. Another idea, would be to obtain pamphlets on exchange rates so that the students would be able to see how other countries money systems operate. A discussion could be held on what they

read that gave more information than what was contained in the textbook.

3. A guest speaker from a bank could be brought in to discuss money and its uses. In addition, it might be interesting to have a guest speaker from the FBI to talk about counterfeiting.

4. Have a vocabulary pencil/paper game game available including all the new vocabulary words in the chapter.

THE GUIDED READING PROCEDURE

This is a class reading activity, just something to do occasionally to vary your regular procedure a bit. You can use their textbook or perhaps some supplementary material such as a magazine or newspaper article.

1. The students are asked to read the selection silently and to remember all that they can. After reading they are asked to close or cover the material.

2. The class is then asked to tell what they remember. The teacher records the information on the blackboard. After they have recalled all they can, they will recognize that there is much they did not remember and/or is incorrectly represented.

3. Students reread the selection to clear up inconsistencies.

4. Together the class creates an outline of the ideas.

5. The teacher then raises specific questions she feels are necessary for the fullest understanding of the material and also for the transfer of learning.

6. A conventional test (matching, multiple choice, short answer) is given for short term memory. It is a positive reinforcement for students.

Information taken from an article in the Journal of Reading. Article written by Anthony V. Manzo. (1975)

B. Parrish
ASU/1977

THE GAMING APPROACH TO
REINFORCE READING COMPREHENSION SKILLS

Although there are a variety of vocabulary games, commercially available, there are only a few reading comprehension games on the market. Even the literature on reading games concerns vocabulary development almost entirely. However, it seems only natural that the gaming approach could also be benefically used to reinforce comprehension as well as vocabulary development. Because of this, the following guidelines to construction of a reading comprehension game are only guidelines at this time:

1. The game should cover a shared reading experience of all the players. The game should follow the reading assignment.

2. The game should focus on several comprehension skills, and not try to include them all.

3. The game should extend or give needed practice in a skill(s) that has (have) already been systematically taught, either in an English class or the specific content area.

4. The game should be appropriate to the age and ability level of the students.

5. It should be an interesting game, utilizing concentration and the mental involvement for all students in the class or group.

6. The purpose(s) of the game should be made clear to the class.

7. The comprehension questions must include questions from all four of the levels of comprehension (literal, interpretative, critical, and creative)

8. Directions must be simple, clear and precise.

9. Student involvement should be maximized. Use students as the judges for acceptable answers, timekeepers, referrees, scorekeepers, etc. The teacher's role should be minimized, if not eliminated.

10. When an answer is judged wrong, make certain the correct answer is supplied either by the judge, a panel, or another team. This helps explain "why" an answer is wrong.

By nature comprehension games formats are extremely adaptable to any reading material by simply changing the questions. To be an effective teaching method they must be well-planned and appropriate to the unit being studied, not randomly used whenever a teacher is unprepared for that day's lesson. They are an effective review technique for exam preparation as well as a follow-up activity to a reading assignment. They can add variety to your teaching style and the atmosphere of "fun" to a comprehension exercise.

CRITICAL READING IMPROVEMENT STRATIGIES

Critical reading skills are important to all people. The skills involved incritical reading may be grouped into six areas: 1) Investigating Sources, 2) Recognizing Author's Purpose, 3) Distinguishing Opinion and Fact, 4) Making Inferences, 5) Forming Judgements, and 6) Detecting Propaganda Devices.*

Each one of these skills could be incorporated into classes. For this handbook Detecting Propaganda Devices will be elaborated. According to Spache, Detecting Propaganda Devices consist of: Identifying attempts to influence the reader by appeals to his emotions, sheer repetitions, distortions or omissions, and faulty logic. Recognizing emotionally toned language, appeals to prejudice, and similar devices.

The following example could serve as an introduction, part of a larger unit, or in any way an instructor feels it could be incorporated into his/her classes. One should not feel that the activities designed here are limited to only that particular class or grade.

*George D. Spache, Reading in the Elementary School, p.30 Boston: Allyn and Bacon, Inc. 1964.

PROPAGANDA

Propaganda is an attempt to influence people to think in certain directions.

Common Propaganda Devices:

1. BAND WAGON

   Everyone else is doing a certain thing, so jump on the band wagon and go along with the crowd.

   "More people buy Camels than any other cigarette."

2. TESTIMONIAL

   A person who is well known endorses a certain product or course of action, but we should consider whether that person is an authority on that subject.

   "Take it from me, Bufferin acts twice as fast as aspirin"
   (Arthur Godfrey)

3. PLAIN FOLKS

   If a person seems to be "Plain folks" like we are, we are supposed to think that he would act as we do.

   "Vote for John Smith, a plain man who will bring common sense to our high school. He has worked in industry for twenty years."

4. SNOB APPEAL

   This is the reverse of plain folks.

   "These beautiful exclusive creations by Dior are designed for the discriminating woman."

5. NAME CALLING

   This means to apply a currently unpopular name to a person or movement without examining the evidence.

   "That college professor is a radical - perhaps even a communist."

6. GLITTERING GENERALITIES

   Words with a favorable connotation lead us to favor a person or movement without examining the evidence (can also be used with unfavorable words). These abstract words such as "public spirit," "patriotic duty," "mother," etc., are used to make you support some person or idea without thinking.

   "In this great and glorious state of opportunity, we need a leader who will guide us to a new and promised land of peace, posterity, and plenty.

7. TRANSFER

   A symbol that is reversed may be used to secure our allegiance to a program which really has no connection with the agency of the symbol.

   "Buy Red Cross Shoes."

8. SCIENTIFIC SLANT

   By using scientific terminology, an advertiser may get people to believe in his product.

   "Webster's exclusive antibiotic Pertexol stops odor all day long."

CRITICAL READING SKILL CURRICULUM GUIDE
Presented by Judy Palmer
Specific Critical Reading Skill: Detecting Propaganda Devices
Class: Business Communications, or High School Business English

Seventh Grade

Assumption: Although Business Communications and/or Business English are not taught at the 7, 8, 9, 10, 11, grades—the following activiteis could be implemened in the English courses, Core classes, and General Business classes.

1. Have the students collect newspaper ads of products they might conceivably purchase. (each student should collect at least six ads)

2. Have the students collect magazine advertisements of products the students might purchase. (each student should collect at least six advertisements)

3. Have the students collect labels from actual products they find in their homes. (each student should collect at least six labels)

4. After the students have collected their ads and labels, each student should prepare his collection to be presented to the class. He should identify why each ad caught his attention, what appealed to him most about the ad, and whether the ad actually made him wish to purchase the item. In presenting the labels, he might discuss why he (or his parent) purchased that particular brand rather than another brand; whether one group of people might purchase that product more so than other groups of people, and why; and if so, what direct appeals are made to that group of people.

5. After all students have had a chance to present their collection to the class, the class and collections are then divided into three groups. Each group is to prepare a bulletin board with their collections. Each group may choose to organize their bulletin board as they wish. Some suggested organizations might be as follows:
Potential consumers: "boys," "girls," "mothers," "dads," "grandparents," "pets," etc.
Appeals: "peer group pressure," "price," durability," "appearance," "color," "size," etc.
Use: "eat," "wear," "play," "gift," "security," etc.
Etc: Let their imaginations be their guide

Eighth Grade

1. Have the students collect ads and labels similar to the activity in the seventh grade; however, this year have them be sure to collect ads that represent at least six different appeals such as (masculinity, femininity, price, durability, size, quantity, peer pressure, etc.)

2. Have each student prepare a notebook for his collection. Each item in the collection should have a separate page and be neatly mounted on that page with an explanation of the techniques used to stress that appeal. This part of the activity should enable the students to critically analyze that product and its virtues, along with the specific appeals used to sell that product

3. Have each student select one of his labels, and then analyze that label, and then create an alternative label that might be used for that same product. He must thoroughly analyze the product, its features, and then select a specific "market" or segment of the population to direct his appeal towards. This assignment should be done in color.

Ninth Grade

1. At this point in time, students are beginning to become involved in clubs. These clubs often have fund-raising activities. The students could prepare a poster, promoting a fund-raising activity. The student should remember to preselect his market and analyze what appeals might be effective for that market, and then stress one specific appeal.

2. Students may also become involved with student government and elections. In preparing campaign materials, the students should use these appeal techniques, and market analysis techniques to their best advantage. The students should also be able to identify the appeals (propaganda) being applied by other candidates and vote more wisely.

3. To enlarge upon the activities of the seventh and eighth grades of collecting and mounting advertisements, the students may now be ready to create their own newspaper advertisements and magazine advertisements. Remember, an important part of a good advertisement is its correct placement--so study your potential market and place your ad in the correct section of the newspaper, correct specific magazine etc. The students should analyze for the teacher what specific techniques & appeals were applied, and why. (Example: if color is to be used, why? and what colors, why?) The students should also identify where the ad is to be placed: Boys' Life, Seventeen, Field and Stream, or the womens section of the Arizona Republic.

Tenth Grade

1. Have students begin collecting junk mail that comes to their homes. If this is a campaign year, have them especially collect all campaign literature. This material could be submitted directly to the teacher (again in analyzed, notebook form). The teacher could then select the most applicable ones to be used in class for discussion. The overhead projector is especially helpful in directing the students' attention and pointing out specific words, sentences, and techniques.

2. Students should begin to become aware of the propaganda techniques employed by "news releases." The students should be able to pick out a news release and identify what message that business is really trying to project in addition to "appointment of new officer," "business expanding," "United Way reaches 32% of goal", etc. Have the students bring in these news releases, and dentify any possible propaganda. This activity could be done on a concentrated effort at the culmination of a unit, or this activity could be an ongoing activity with the first few minutes of daily class available.

3. Get the students' involved with reading the editor's section of the newspaper by allowing them to bring in and discuss specific editorials. The students should be able to identify biases, political preferences, and attitudes of the editor.

4. Also allow the students to bring in letters to the editor that are of specific interest to them. Through these letters to the editor, the students should be able to identify what appeals and techniques and propaganda are being presented.

Eleventh Grade

1. Students and teachers should bring to class actual sales letters (junk mail) to be evaluated in class. During this evaluation such techniques as the following should be discussed: (1) central selling feature, (2) intended reader, (3) You attitude, (4) inductive, deductive approach, (5) suggested sequence, and (6) action oriented rather than product oriented.

2. After study of correct techniques, along with identification of application and violation of these techniques through activity number one, the students should be ready to write their own persuasive letters.

3. After the students have completed at least two letter-writing activities—from which they have received positive and negative feedback on their efforts—a culminating letter-writing assignment might be one in which they much create and include a brochure. The topic for this letter and brochure should be carefully selected to allow the students to apply the persuasive and propaganda techniques they have been studying and identifying up to this point.

Twelfth Grade

1. Have the students identify an item of national news. Then have them compare that news article as reported in the Arizona Republic, local newspaper such as Mesa Tribune, New York Times, Los Angeles Hearald, etc. The students will very probably be surprised and the different handlings of the same news story.

2. Have the students then compare the television news handling of the story as compared to the newspaper articles. Again emphasis and de-emphasis of different aspects of the story should be pointed out and discussed, along with possible reasons for the differences.

3. Have the students identify and bring to class news articles related to political issues. Analyze these articles seeking to identify biases, propaganda, etc.

4. As a culminating activity, have the students actually write their own propaganda. This activity could be in the form of a newspaper article, a letter to registered voters, a letter to a selected group of voters, letter to the editor etc. This activity should receive prior approval of the teacher and should allow for relevancy as well as abili

Techniques to improve study skills

NAME _____ PERIOD _____ DATE _____

SELF-EVALUATION CHECKLIST FOR READING DIRECTIONS

This checklist is intended to focus your attention on any need areas and point the way to improvement. Your teacher, too, will evaluate you.

Consider how you stand on each of the points below, then rate yourself from 0 to 10 in the space before the numeral. A score of 0 means you never do this; a score of 10 means you have mastered the point and do it consistently.

Points to consider:

_____ 1. Do you focus full attention on directions in whatever format you find them--numbered lists, brief directions inserted right into the copy, and so on?

_____ 2. At the end of an especially difficult step, do you stop, reflect, and reread, if necessary, to make sure you understand just what you are to do?

_____ 3. Do you make sure you understand the meaning of unfamiliar key terms?

_____ 4. Do you examine photographs and drawings?

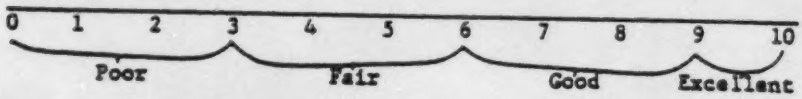
_____ 5. Are you moving in the direction of independence in handling directions largely on your own?

_____ 6. Are you gradually elimination errors due to superficial reading of directions?

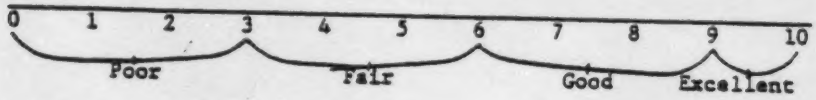
_____ 7. Are you less and less often having to redo practices because of superficial reading?

Now that you have considered your specific strengths and weaknesses, give yourself a general rating by placing a single check at the appropriate point on the scale below.

Your own general evaluation



Your teacher's evaluation



Set your own goals

What general rating do you hope to attain before the next evaluation?

Place numeral here: _____

Robinson, J. Alan and Ellen Lamar Thomas. Improving Reading in Every Class (Boston: Allyn and Bacon, Inc., 1972), p.350-1.

CAN YOU DO PRECISION READING OF DIRECTIONS IN YOUR TYPING TEXTBOOK?

1. Study the title. It quickly orients you. In just a word or two, it clues you in to the type of activity ahead.

2. Preread the entire procedure. Read it through once over lightly. Ask yourself, "What, in general, am I to do?" Now you've set your direction. Now each step in the process takes on meaning. It falls into place in relation to the whole.

3. Read, then carry out each step--with great care. Adjust your speed of reading to the difficulty of the step. Make a complete stop, if necessary, after reading each difficult step, to be sure you understand just what you are to do in carrying out that step. Thought time is needed in addition to reading time. Are you having difficulty concentrating on a difficult step? It may help to try to form a mental picture of yourself performing the step. Seeing yourself perform the step rivets your attention on its meaning--forces you to take in what's being said. If you read without trying to form this visual image, your reading may be passive, with your thoughts worlds away. Reread as often as necessary. Each step is built on full understanding of preceding steps. A single error in any step may throw off the rest of the process.

   Unknown terms say "Stop! Look! Learn!" A single word left unknown--an imprecise meaning--may necessitate redoing the entire practice. You can have instant access to forgotten meanings through the index of your textbook or the diagram of typewriter parts. Consult your dictionary, when necessary, for unfamiliar general terms.

Robinson, J. Alan and Ellen Lamar Thomas. Improving Reading in Every Class (Boston: Allyn and Bacon, Inc., 1972), p.346.

* DIRECTIONS FOR TAKING NOTES
(*Known as the Bartoush Active Method)

1. Use only one side of loose-leaf notebook paper.

2. Draw a margin three inches from the punched edge of the paper.

3. Use the area to the right of the margin line and take notes in a manner most comportable for you.

4. Use indentations below the beginning of a topic or detail area that is continued for more than one line to show that idea is remaining the same.

5. Skip lines to show change of ideas. The greater the change, the greater the space that should be left.

6. Indicate sub-ideas, facts and lists of details with numbers or letters under the major heading.

7. Listen carefully to the lecture picking out the important points and note only those. Do not attempt to write down every word.

8. Use any abbreviations or shortcuts that will help you to get the information down more easily. But, be careful that your abbreviations are standard and kept in a glossary of abbreviations so that you can figure them out three weeks or six months later.

9. Write ideas in words that you understand. Do not use the lecturer's words unless they are technical terms or have meaning for you. It is most important that you write notes in such a way that they are meaningful to you when studying.

10. After you complete the notes on the right hand side of the margin marker go back over your notes, reading and deciding which are the major points. Place labels, not statements or the same words as on the right hand side, which will provide clues to the material on the other side of the margin marker, in the left hand column.

Handout in RDG 544.

Notes

Ann Graha,
ASU, 1979

Definition acating.	Art of recording, classifying, summarizing transactions & events of financial character & interpreting results.
Difference tween acating & bookping.	Acating. involves records design, policy making data analysis, report prep. & report interp Bookkping. recording phase.
Acating. Elements	Assets - properties of value Accounts Receivable Notes Receivable Liabilities - obligations to pay Accounts Payable Notes Payable Owner's equity - amt. by which business assets exceed liabilities. Proprietorship Net worth Capital
The Acating Equation	Assets = Liabilities + owner's equity Transactions - activities involve exchange of values. Indicated by addition or subtraction.
Financial Statements	Income Statement - shows net profit or loss. Balance Sheet - statement of financial position or a specified date.

EXAMINATIONS

Examinations in business classes vary widely because some classes stress processing of information while others stress particular physical skills.

Information Processing Classes	Classes Involving Physical Skills
Economics	Typing
Advertising	Shorthand
Accounting	Business Machines
Business English	
Business Law	
General Business	

Teachers can assist their students with both kinds of tests by making sure that the material has been presented adequately and that students are given opportunities to check themselves in non-graded pretesting situations.

The following three pages could be handed out to students before any testing is done so that they will be familiar with your particular procedures.

EXAMINATIONS FOR TESTING PHYSICAL SKILLS

1. Do a few rapid warm-up activities to increase finger dexterity.
2. Make sure you have all the necessary material you will need, and place it where access to it will not interfere with your speed.
3. Put your hands in your lap and relax quietly for a few moments.
4. Before beginning look over the entire test to make sure you understand all the directions fully.
5. While taking an exam:
   a. Pay no attention to those around you.
   b. If you make a mistake, leave it immediately and go on through the rest of the test.
   c. Do not watch the clock.
6. After finishing the exam, turn it in and don't worry excessively about the results. You must realize that your physical skills will vary from day to day. Some days you will perform better than others. You will have plenty of future opportunities to demonstrate your skill because classes such as these have very frequent exams.

Ann Grahs, ASU, 1979

TAKING AN EXAMINATION

General Suggestions:

1. The questions you will be asked to answer will be "reasonable" questions. The instructor is trying to get an estimate of how much you have benefited from the course. He's not out to trick you.

2. You can't know everything. Do your best, and expect a reasonably high score on the test--not necessarily a perfect score. Some tests have items which are used to provide "top" for the test (that is, few if any students are expected to answer these items correctly).

3. Check the materials you will need for the test. Be prepared. Check to see whether special equipment is required, such as a slide rule, a ruller, compass, etc.

4. Resolve to pay special attention to your handwriting. Grading papers is no fun. A badly written paper puts no instructor in a happy or generous mood. He, too, is human.

5. Read the directions for each part of the test carefully. Now read them again just to be sure. Make sure you understand exactly what you are to do; if you don't,ask for clarification (don't be shy).

6. Underline key words in the directions. Some of these are list, outline, enumerate, state, define, describe, explain, trace, compare, discuss, evaluate, etc.

7. Get to the examination ahead of time. Sit down and relax for a few minutes before the test begins.

8. Look through the questions in a business-like manner--not hurriedly nor disdainfully.

9. Words to underline and be aware of are: all most, some, no, none, always, usually, sometimes, seldom, never, grant, much, little, more, equal, less, good, bad, is/are, may should, would.

10. Ignore other members of the class. Trying to judge your time by the amount of time they take is risky business.

Essay Examinations:

1. In an essay test, read all the questions first. As you read them, jot down "brainstorms" you may have for later reference.

2. Where you are allowed to choose, say any 3 out of 5 given questions, make your choice and then forget about the others. Concentrate on the questions you have chosen.

3. In essay questions, much depends on the way you organize your answers. Answers presented in a juddled fashion may indicate muddled thinking. Jot down the points you wish to make. Then present them in a systematic way.

4. Present your answers in outline form or carefully paragraphed. This shows that you understand relationships. It also impresses the instructor.

5. Use charts, outlines, diagrams, and drawings to clarify your answers. This also shows that you know what you're talking about.

6. Padded answers are resented. Put down only the main points and the essential details. Give the instructor credit for having a little bit of sense.

7. Where it is possible, start your answer to a question by restating the question or part of the question. This will remind you to keep on track.

8. Where the questions are weighted, give more time to those items most heavily weighted. More effort should be devoted to those questions that are worth more points.

9. Be sure your answers are numbered properly. Furthermore, check to see whether you have skipped any questions.

10. When you have finished, reread your answers for organization, omissions, grammar, spelling, etc.

11. In answering essay questions, spend more time in thinking and in writing. Accuracy in answering the question is far more important than quantity.

Handout in RDG 544.

Techniques to stimulate reading

SUGGESTIONS TO ENCOURAGE FURTHER READING

1. Keep current magazines, newspapers, and journals in your room. Try to find novels, paperback, etc. that concern some of the topics discussed in your class (see attached list). Provide time each week (or each class period if it works out well) for silent reading. Be sure to sit down and read with your students. It sets a great example for them to see you engrossed in a book.

2. Do a unit on propaganda and have your students bring in ads from newspapers and magazines that demonstrate the different propaganda techniques. Make posters or collages and display them around the room.

3. Check with the English department. Maybe there are books your students can read for both classes. Take a look at the attached list of Student Report Questions. A book report of this type can be a refreshing change.

4. Have students design their own vocabulary puzzles and games from words they find in magazine or newspaper articles. These could include word searches, crossword puzzles, acronym games, and scrambled. These can be dittoed and distributed to other students who in turn must read the article in order to do the puzzle.

5. Try a thematic approach. Assign various current event topics that relate to business. Have students follow their topic by watching the news on TV, reading about it in a newspaper and in at least two magazines. Have the students compare the ways the different media treated the topic. A list of questions and activities for this area is attached.

STUDENT REPORT QUESTIONS

1. Which of the main characters was most like you? How did you differ?

2. How did the main character view money? How does this compare with the way you view money?

3. How did the author's view of love (honesty, ambition, etc.) compare to your view?

4. What was the main character's biggest human (or non-human) obstacle? How did he deal with it? What is your biggest obstacle? How do you deal with it?

5. Are there any cliches of our culture that the main character seems to affirm or refute? Are there any cliches about which you have changed your mind since reading the book?

6. What did the main character do for recreation? How does this compare with what you do for recreation?

7. What forces in life did the main character attempt to shape? How did he prepare for this? How would you have to prepare for what you want to do?

8. What have you learned in this class that helped you to understand the book? What did you learn from the book that will help you in this class?

9. Would you suggest this book for a friend of yours to read? Would you suggest it for your parents?

10. Would you read another book by this same author? Would you read a book on a similar topic?

QUESTIONS, IDEAS, AND ACTIVITIES
FOR CURRENT EVENTS PROJECT

1. What was the author's (speaker's) purpose? to inform? to persuade? for? against? to confuse?

2. If the author's purpose was to persuade, what techniques did he use?

3. To what audience was the author trying to appeal? teenagers? parents? elderly people? construction workers? businessmen? Mr. Average American? men? women?

4. Which media gave more detailed information? Which gave a better overview?

5. Which media presented the material in the most interesting way? Was it easier to listen to than read about? Was the newspaper more interesting than the magazines? Was one magazine better than another?

6. Which source did you think was most credible? What made you choose this source? How did it make you believe it?

7. How much space or time was devoted to this topic as compared to other current topics? Was it front page? Was it first on the news? Was it the feature article? How long did it stay on the fron page or first in the nightly news? Where did it go after it was no longer on the front page? Where was it a week after that?

8. Why do you think this topic has been getting so much attention? What made it lose attention? What impact do you think it will have on your life now? ten years from now (or one or five)? on your parents? on your cousin who lives in Chicago? on your sister and her husband who live in Europe?

9. What new words did you find in your listening and reading? Have any new words been created as a result of this topic? Do you think the new words will become a regular part of our vocabulary?

ACTIVITIES

1. Do an opinion/information survey. Find out how much your friends, parents, and teachers know about this topic. Find out how they feel about it and see if they know why they feel that way.

2. Write an editorial expressing your views and submit it to the newspaper.

3. Write a magazine article that takes an opposing or unfavorable point of view. Keep in mind the techniques the writers used to persuade you and see if you can make these work for you.

4. Write a newspaper article that might appear a year from now. Keep in mind major political and business trends. Determine and report what affects your topic might have locally, nationally, and worldwide.

5. Examine older copies of magazines and newspapers. See if your topic ever turned up before. See what effects it had and determine if that is different from what is happening today. Be sure to see if the causes were similar in both cases.

Bibliography of books and articles related to reading

SOME POPULAR BOOK TITLES FOR THE BUSINESS TEACHER

Maria Tallchief: American Ballerina by Deleeuw, A.
Cesar Chaves, Man of Courage by White, F.
Malcolm X, by Adoff, A.
Fannie Lour Hammer, by Jordan, J.
Gordon Parks, by Danaka, H.
The Day of the Cowboy, by Ulyatl, K.
The Mayo Brothers, by Goodsell J.
The Story of Thomas Alva Edison: Inventor, by Compere, M.
Digging into the Past, by Kay, S.
Six Black Masters of American Art, by Bearden, R. and H. Henderson
Shirley Chisholm, by Brownmiller, S.
American's First Trained Nurse: Linda Richards, by Baker, R.
Sidney Poitier: The Long Journey, by Ewers, C. H.
Margaret Sanger: Pioneer of Birth Control, by Lauer, L.
My Shadow Ran Fast, by Sands, B.
Bound For Glory, by Guthrie, W.
I'm Done Crying, by Ferris, L.
To Be Young, Gifted, and Black, by Hansberry, L.
Lives of Girls and Women, by Munrol, R.
The Making of Star Trek, by Whitfield, S. D. and Roddenberry, G.
Probing the Unknown--The Life of Dr. Florence Sabin, by Pahland, M.
The Senator from Maine--Margaret Chase Smith, by Fleming, A.
Women in the Year 2000, by Tripp, W.
The Last Laugh, by Berger, P.
Report from Engine Co. 82, by Smith, D.
Some are Born Great, by St. John, A. R.
Lady Sings the Blues, by Holiday, B.
Make a Joyful Noise Unto the Lord, by Jackson, M.
Carrying the Fire, by Collings, M.
W.C. Handy, Father of the Blues, by Handy, W.C.
Sea and Earth: The Life of Rachel Carson, by Sterling, P.
The Basic Book of Photography, by Grimm, T.
The Police, by Leinwand, G.
Max's Wonderful Delicatessen, by Madison, W.
Bob Dylan, by Scaduto, A.
Rising Voices, by Martinez, A.
The Gentle Tamers: Women of the Old West, by Brown, D.
Serpico, by Mass, P.
Choice of Weapons, by Parks, G.
All Creatures Great and Small, by Harriot, J.
Ossie, by Lesner, C.
Nothing By Chance, by Bach, R.
Golda, The Life of Israel's Prime Minister, by Mann, P.
Getting Yours, How to Make the System Work for the Working Woman, by Pogrebin
A Matter of Conviction, by Hunter, E.
P.S. You're Not Listening, by Craig, E.
Ladies and Gentlemen, Lenny Bruce, by Goldman, A.
Alive, Inside the Record Business, by Davis, C.
The Civil Service Examination Handbook, by Krulik, S.
Seven Long Times, by Thomas, P.
Getting Even, by Allen, W.

Handout in RDG 344.

Other Readings for Business Students

In any field in which one is attempting to gain greater understanding, it is important to glean information from as many sources as possible. There are a multitude of business periodicals, newspapers, news articles, and other printed matter that deal with the business world. If a student of business in not exposed to some of these informative materials in a business classroom it may very well harm the student's well roundedness in business.

Depending upon the class and instructor perhaps a certain amount of class time could be set aside for students to peruse and read materials that deal with business happenings. This could be a daily activity of ten or fifteen minutes, one half or full period per week, or some other time period decided on by the instructor and/or students. USSR - Uninterrupted Sustained Silent Reading is a title often given to such a period of time. Class discussions of readings might also help to stimulate student interest in reading more business materials.

The following is a list of magazines that hopefully can spark some ideas for business instructors to have available for their students:

Changing Times
Advertising Age
Fortune Magazine
Newsweek
Today's Secretary
Any Trade Publications
Wall Street Journal
Business Week
U. S. News and World Report
Women's Wear Daily
Voc-Ed